Chapter 4

Information Literacy Education for First-Year Composition Students: A Case Study of Three Deployment Modes

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ABSTRACT

This chapter describes how the researchers at a small private Master’s level college examined how different delivery modes—face-to-face (F2F), hybrid, and online instruction—may impact first-year students’ perceptions of their information literacy (IL) skills compared to their test-assessed information literacy skills using the Students Information Literacy—questionnaire (SPIL-Q) and information literacy assessment (ILA) instruments. These instruments were developed and deployed to international graduate business students in two previous studies: Michalak and Rysavy and Michalak, Rysavy, and Wessel. The students (n=161) in this study were enrolled in a first-year English composition course in the Spring 2017 semester. This iteration achieved an overall response rate of 87.04% (n=141). Overall, results demonstrated the greatest achievement were demonstrated by students in hybrid course sections.

BACKGROUND

The researchers at a small private master’s level college examined how different delivery modes: face-to-face (F2F), hybrid, and online instruction—may impact first-year students’ perceptions of their information literacy (IL) skills compared to their test-assessed information literacy skills using the Students Information Literacy—questionnaire (SPIL-Q) and information literacy assessment (ILA) instruments. These instruments were developed and deployed to international graduate business students in two previous studies: Michalak and Rysavy and Michalak, Rysavy, and Wessel. The students (n=161) in this study were enrolled in a first-year English composition course in the Spring 2017 semester. This iteration achieved an overall response rate of 87.04% (n=141). Overall, results demonstrated the greatest achievement were demonstrated by students in hybrid course sections.
Information Literacy Education for First-Year Composition Students

Perception of Information Literacy-Questionnaire (SPIL-Q) and Information Literacy Assessment (ILA) instruments. These instruments were developed and deployed to international graduate business students in two previous studies: Michalak and Rysavy (2016) and Michalak, Rysavy, & Wessel (2017). The students (n=161) in this study were enrolled in a first-year English composition course in the Spring 2017 semester. This iteration achieved an overall response rate of 87.04% (n=141).

Librarians have utilized a variety of measurement tools to assess undergraduate and graduate students’ basic information literacy skills that follow the information literacy guidelines set forth by the American College and Research Libraries (ACRL). For example, some academic librarians have utilized pre- and post-tests in short-term and longitudinal studies to capture, measure, and assess students’ information literacy skills (Kiel, Burclaff, & Johnson, 2015; Hsieh, Dawson, Hofmann, Titus, & Carlin, 2014; Fain, 2011; Gross and Latham, 2007; Trail, Gutierrez, & Lechner, 2006). However, few academic librarians have measured students’ test-assessed information literacy skills along with their perceived information literacy skills in the same study (Michalak et al., 2017; Michalak and Rysavy, 2016; Gross and Latham, 2012; Gross and Latham, 2007; Ivanitskaya, Laus, & Casey, 2004).

The researchers could not locate any studies that discussed utilizing a Learning Management System (LMS), Course Management Software (CMS), or any proprietary software tools (such as Adobe Captivate/Connect or Office Mix) to assess college students’ perceived information literacy skills along with their test-assessed information literacy skills in the same research instrument. The absence of cases that utilize eLearning tools to assess students’ perceived skills versus actual IL skills led the IL team to explore the potential benefits and challenges of doing so through the creation and deployment of IL assessments and training modules with Office Mix.

This current work describes how students’ information literacy skills have been assessed in the past and highlights research conducted with IL online training modules to date. This research, conducted at the authors’ present institution, is offered as an addition to the information literacy training literature.

RESEARCH PROBLEM

The purpose of this study was to examine how different delivery modes: face-to-face (F2F), hybrid, and online instruction—may impact first-year students’ perceptions of their information literacy (IL) skills compared to their test-assessed information literacy skills using the Students Perception of Information Literacy-Questionnaire (SPIL-Q) and Information Literacy Assessment (ILA) instruments.

INFORMATION LITERACY ASSESSMENT (ILA) INSTRUMENT: PILOT ITERATION

In 2015, the information literacy (IL) team developed the first iteration of their information literacy skills assessment instrument - the Information Literacy Assessment (ILA) instrument (see Appendix 1). The ILA was used by the IL team to learn about the college’s international graduate business students’ IL skills. This internally developed tool and multiple-choice quiz has six assessment topics:

1. Develop a Topic
2. Locate Information
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